

School Curriculum, Assessment & Accountability Council (SCAAC)

July 21, 2015



Volume 4, No. 3—Minutes from the July 21, 2015 Meeting

Advisory Committee Members Present

Holly Bloodworth	Liza Holland	William Owens
Roger Cleveland	Brenda McGown	Amanda Reed
Catherine Hacker	Anthony Orr	

Advisory Committee Members Absent

Thomas Aberli	Linda Duncan	Kevin Riddett
Michael Borchers	Thomas Guskey	Shannon Treece
Helen Carroll	Terry Rhodes	Heather Wampler

Call to Order

Brenda McGown, Chairperson, called the meeting to order at 9:15 a.m. and welcomed the group. There was no quorum.

Others in Attendance

Kentucky Board of Education: No Representative

Kentucky Department of Education: Todd Davis, Amanda Ellis, Roger Ervin, Kevin Hill, Karen Kidwell, Teresa King, Rae McEntyre, Kathy Moore, Rhonda Sims, Jennifer Stafford, and Joy Barr

Others: Richard Innes, Bluegrass Institute for Public Policy Solutions; and Brenda Landy, Office of Education Accountability

Kentucky Core Academic Standards (KCAS) Challenge Update

Karen Kidwell, Director, Division of Program Standards in the Office of Next-Generation Learners, provided an update on the results from the online platform challenge offered anyone in the state to read the Kentucky Core Academic Standards and provide specific feedback on how the standards could be improved. Academic standards define what Kentucky students are expected to learn at each grade level in order to graduate ready for success in college and career. Overall, 88 percent of the 4,000 respondents gave the standards a “thumbs up” and did not indicate any changes were needed.

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Holly Bloodworth appreciated the opportunity given teachers/stakeholders for comment and that the comments were made available. It made teachers feel as if their input was valued. Brenda McGown echoed the statement.

End-of-Course Policy

Jennifer Stafford, Director, Division of Support and Research in the Office of Assessment and Accountability shared with the members that feedback was desired around the high school end-of-course policy. At the beginning of the new K-PREP system it was established that after four years the system would be reviewed. Currently school staff determines when a student has finished the course and is ready for the assessment. Through the Early Warning Report issued in December 2014, it was found that some students are earning credit without taking the EOC assessments. A change is proposed to address those students that are not testing. The change would be for all students enrolled for credit to test by mid-July each year after the completion of course work regardless of whether or not they are passing the course.

Anthony Orr asked what percentage of students were failing as a result of the Early Warning Report. Kevin Hill reported that approximately 5 percent of students were not being held accountable to any school mid-year. After the report was released and schools had an opportunity to test any un-tested students, the percentage will likely drop to less than 1 percent. Liza Holland mentioned that many districts were moving to Mastery Learning and students would not be tested until the course is complete. Amanda Reed said that it is not fair to a school to receive the accountability score for a student who should have been tested elsewhere, and the previous school failed to do something.

Jennifer Stafford also updated the members on new changes for EOC this school year. Over the summer, ACT acquired Pacific Metrics as the new online provider for EOC (dissolved contract with Vantage). With the new provider, the testing system will be available year-round.

KDE Update

Rhonda Sims, Associate Commissioner, Office of Assessment and Accountability updated members on various items of interest.

- The statewide administration of ACT Explore and ACT Plan are cancelled for fall 2015. The assessments are being phased out by ACT, Inc. Test security for the form and specific items is questionable and raises concerns about the use of the test results from a 2015 administration. This also includes the Transition Attainment Record for Alternate Assessment students. Future plans are in discussion.
- ACT, Inc. is also phasing out ACT Compass. For 2015-16, districts may continue to use the current eCompass. Future plans for the college placement test are in discussion.

- Students will take a science norm-referenced test in 2015-16 at grades 4 and 7. High school students will continue to take the Biology end-of-course assessment. Kentucky is working toward a new assessment based on the Kentucky Core Academic Standards (KCAS).
- Kentucky is seeking feedback on revised social studies standards.
- *Unbridled Learning Accountability System Increasing the Emphasis on Novice Reduction* handout was distributed. This is a quick snapshot of what is reported in fall 2015 (2014-15 data) and what will be reported in fall 2016 (2015-16 data). The handout summarized the next-generation learners and the next-generation instructional programs and support as strategic priorities in the Unbridled Assessment and Accountability Model. It was noted that the next-generation professionals piece was omitted.
- Reporting for fall 2015 will be the same as for fall 2014. Revised regulations will impact the 2015-16 school year and fall 2016 reporting.
- For 2015-16 school year, KDE will provide the following technology platforms to local school districts: Instructional Management System (IMS); ASSIST, and Educator Development Suite (EDS).

Anthony Orr said that communication needs to be made to schools/districts around Kentucky's stance on the reauthorization of the Elementary and Secondary Education Act (ESEA) [similar to the feedback provided through the Kentucky Core Academic Standards challenge.] Amanda Reed asked about the department's plans to replace ACT Explore and ACT Plan in the accountability model.

The group broke for lunch at 11:45 a.m. and reconvened at 12:20 p.m.

Novice Reduction Plan

Amanda Ellis, Associate Commissioner, Office of Next-Generation Learners, presented a detailed discussion on the department's effort to close the achievement gap through a novice reduction plan. There are four main teaching and learning components in the novice reduction process: 1) curriculum and standards; 2) instruction; 3) continuous improvement and assessment; and 4) environment and support.

Professional Growth and Effectiveness System (PGES) Update

Amanda Ellis, Associate Commissioner, Office of Next-Generation Learners, updated the SCAAC members on PGES. Two options needing feedback on educator effectiveness were presented.

Option 1: All or nothing model. Consider a delivery target for each school based on the trajectory for the school to reduce novice by 3% each year. If a school meets the target, then the school gets all 10 points in the teacher/principal accountability component. If they do not meet the target, then they get 0 points. If they eliminate novice and maintain 0% novice, then they get the 10 points every year. The district accountability model would be the points based on % of schools meeting novice reduction (i.e., if 50% of

schools met novice reduction targets then the district gets 50% of points which would be 5 points).

Option 2: 50/50 model. Use the novice reduction model in option 1 but assign only 5 points. The other 5 points would go to % of teachers meeting student growth goals. Unless something changes, most schools would get these 5 points and they could focus on the novice reduction component. The district accountability model would be the average of the points achieved by the schools.

Anthony Orr expressed his concerns over both options. Liza Holland said that the framework that PGES is built upon is valuable but that it is much too cumbersome and time consuming. Amanda Reed said that teacher effectiveness should be about results and did not care for either option.

The council members agreed that the Next-Generation Professionals component (currently 10%) of the overall Unbridled Learning Accountability Model be removed and embedded/distributed across the Next-Generation Learners (currently 70%; would be 77%) and Next-Generation Instructional Programs and Support (currently 20%; would be 23%). Next-Generation Professionals (currently 10%; would be 0%).

The council members agreed that if the recommendation was not accepted, then SCAAC supported leaving it at the original percentages of: Next-Generation Learners 70%, Next-Generation Instructional Programs and Support (20%) and Next-Generation Professionals (10%). The proposed removal of the Next-Generation Professionals would leave the exact calculation as was done to report scores in 2014 and 2015.

Adjourn

The meeting adjourned at 2:00 p.m.

Next Meeting: Tuesday, September 15, 2015